DOCUMENT RESUME

ED 384 379 JC 950 339

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TITLE A Comparison of Levels of Satisfaction Regarding Human Resource Development among Employees of North Arkansas Community/Technical College.
PUB DATE Apr 95
NOTE 45p.; Ed.D. Practicum, Nova Southeastern University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Attitudes; *Centralization; Community Colleges; Comparative Analysis; *Employee Attitudes; Mergers; *Multicampus Colleges; Organizational Change; *Organizational Climate; Organization Size (Groups); *Participant Satisfaction; *Staff Development; Teacher Attitudes; Two Year Colleges
IDENTIFIERS *North Arkansas Community Technical College

ABSTRACT

In July 1993, Twin Lakes Technical College and North Arkansas Community College merged to form the North and South Campuses, respectively, of North Arkansas Community-Technical College (NACTC). A study was undertaken to compare the institutional climate for human resource development (HRD) at the two campuses to determine the effects, if any, of the centralization of resources on the climate. Research on HRD climates in college mergers was examined and questionnaires were mailed to all full-time employees of the two campuses. Responses were received from 65.6% (n=21) of North Campus employees and 64.6% (n=66) of South Campus employees. An analysis of responses indicated the following: (1) staff satisfaction with the HRD climate were slightly higher at the South Campus that at the North Campus; (2) at both campuses, faculty showed the lowest level of satisfaction with their HRD climate; (3) the rate of satisfaction for North Campus classified staff was lower than any other college employee sub-group; and (4) no significant difference, however, was found between the HRD climate at the two campuses, which appears to indicate that increased organization size is not a major influence in personnel practices. (Contains recommendations for HRD policy and 23 references). (The HRD Climate Survey and a cover letter are appended.) (KP)

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ED 384 379

A COMPARISON OF LEVELS OF SATISFACTION REGARDING HUMAN RESOURCE DEVELOPMENT AMONG EMPLOYEES OF NORTH ARKANSAS COMMUNITY/TECHNICAL COLLEGE

Research Methodology

James J. Stockton

North Arkansas Community/Technical College

U.S. DEPARTMENT OF EDUCATION
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Springfield Cluster

A practicum report presented to Programs for Higher Education in partial fulfillment of the requirements for the degree of Doctor of Education

Nova Southeastern University

April, 1995

JC 950 339

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Abstract of a practicum report presented to Nova Southeastern University in partial fulfillment of the requirements for the degree of Doctor of Education

A COMPARISON OF LEVELS OF SATISFACTION REGARDING HUMAN RESOURCE DEVELOPMENT AMONG EMPLOYEES OF NORTH ARKANSAS COMMUNITY/TECHNICAL COLLEGE

by

James J. Stockton

April, 1995

The problem under investigation was whether centralization of resources had affected the human resource development (HRD) climate at North Arkansas Community/Technical College (NACTC). The purpose of the study was to compare the human resources development climates of the college's North and South campuses.

There were two research questions for this study. First, What are the human resource development climates of the South Campus and North Campus of North Arkansas Community/Technical College? Second, Is there a significant difference in the HRD climates of the two campuses?

Procedures used to answer the research questions and test the null hypothesis included the administration and evaluation of an HRD climate survey. The survey was mailed to all employees headquartered on the South Campus or North Campus of NACTC. Surveys were returned by 65.6% of North Campus employees and 64.6% of South Campus employees. Survey responses were measured on a five-point Likert Scale. The study used a two-tailed independent *t*-test for the significance between the means of campus climate scores. The null hypothesis was tested at the .05 level of significance.

The results revealed no significant difference between HRD climates of the two campuses, and the null hypothesis was accepted. Centralization of resources at NACTC did not significantly affect human resource development climate. However, sub-groups appear to need special HRD programs and assistance. It is recommended that a strategic human resources development action plan be developed for the college.

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Chapter 1

INTRODUCTION

North Arkansas Community/Technical College (NACTC) is a comprehensive two-year public college that offers transfer courses, one-year technical certificate programs, and two-year academic and technical associate degree programs. The college was formed July 1, 1993, through consolidation of North Arkansas Community College (NACC) and Twin Lakes Technical College (TLTC). Both of the former institutions were located in the same community, Harrison, Arkansas. North Arkansas Community/Technical College now has two campuses in Harrison: the South Campus, which was North Arkansas Community College, and the North Campus, which was Twin Lakes Technical College.

Nature of the Problem

The merger of NACC and TLTC has resulted in a centralization of resources at North Arkansas Community/Technical College. All of the services provided to employees by the former institutions are now physically located on the South Campus, previously NACC. These services include personnel office, payroll, purchasing, business office, office of the vice president of instruction, public relations, development,

bookstore, president's office, registrar's office, student services, and faculty secretaries, among others.

The problem for investigation in this study was how this centralization of resources has affected the human resource development (HRD) climate at each campus. No previous study has been conducted since the merger to determine how the location of services has impacted the HRD climate of the institution.

Purpose of the Study

The purpose of this study was to compare the human resource development climate of NACTC's North and South campus employees after the centralization of resources at the institution. Each campus houses three types of college employees (classified staff, administrators, and faculty) who would be affected by North Arkansas Community College's merger with Twin Lakes Technical College.

Significance to the Institution

As an organizational culture evolves at North Arkansas Community/Technical College and the college implements human resource development strategies, it is important that HRD planners have input from employees regarding training and personal development needs. The results of this study should help college administrators

determine whether or not the current arrangement of locating all major offices on one campus has resulted in a positive or negative human resource development impact on employees from either campus. Analysis of specific group and overall HRD employee opinions should assist committees and administrators in determining an overall HRD strategy. The results of this study will be shared with the college's personnel office, staff development committee, and institutional effectiveness committee to help improve the college's HRD activities.

Relationship to Research Seminar

This practicum is appropriate for the Research Methodology seminar. During the Research Methodology seminar, inferential statistics were described as methods of assessment which enable researchers to make rational choices between practices and validate educational improvements (Isaac & Michael, 1990). Based on research methods learned in the seminar, inferential statistics were used in the study to compare HRD climate scores of the two campus groups.

Relationship to Concentration

This practicum is directly related to the general institutional administration concentration within Nova Southeastern University's Programs for Higher Education.

One of the most important roles of a college administrator is responsibility for assessing and addressing the human resource development climate of his/her institution, division, or department. This study of the HRD climates at NACTC and the effect of centralization of resources on college employees is a function of general institutional administration at the college.

Research Questions

Two research questions were presented for this study:

1. What are the human resource development climates of the South Campus and North Campus of North Arkansas Community/Technical College?

2. Is there a significant difference in the HRD climates of the two campuses?

Research Hypothesis

The research hypothesis for the study was that the South Campus would have a statistically significant higher human resource development climate than the North Campus.

Definition of Terms

For the purpose of this practicum report, the following terms required clarification.

Administrators. Middle and upper level managers at NACTC who are senior administrators or report directly to a senior administrator.

Campus site. Campus site is operationally defined as the North Campus and the South Campus of North Arkansas Community/Technical College.

Classified staff. Employees of NACTC who are hired under the state classified staff system and are not under contract.

HRD climate. The HRD climate is operationally defined as the measure obtained by The HRD Climate Survey.

Faculty. All full-time NACTC instructors, counselors, and middle managers who are under contract and do not report directly to a senior administrator.

Human resource development. "The integrated use of training and development, organizational development, and career development to improve individual, group, and organizational effectiveness" (Rothwell & Sredl, 1992, p. 518).

Senior administrators. The president, four vice presidents, and executive director of North Arkansas Community/Technical College.

Staff development. "The orienting, updating, and upgrading of...personnel in order to provide the highest quality of services to...[students]" (Austin, Brannon, & Pecora, 1984, p. 1).

Chapter 2

REVIEW OF THE LITERATURE

Introduction

A review of related literature has created the conceptual basis for this study. Books, journal articles, and other materials were examined to gain an understanding of human resource development climate theory, factors that affect employee satisfaction, and applied research in the area.

Four major areas of information were identified during the literature review: (a) links between human resource development climate and job performance, (b) the importance of human resource development climate to successful mergers, (c) factors influencing human resource development climate, and (d) the assessment of human resource development climate. Although no other study of the effects of centralization of resources on human resource development climate was discovered, over 50 literature sources were reviewed, and 23 relating to the problem investigated are included in this report.

HRD Climate and Job Performance

In an examination of links between job satisfaction and performance, Smith (1992) finds two common threads: happiness and trust. "The employees of the future will

need to be adaptable, cooperative, and willing to accept change; they must be willing to work together productively. We have evidence that such people are likely to be satisfied with their jobs and with their lives" (p. 6).

Banks (1992), examining six California two-year colleges with either above average or below average transfer rates, finds student outcomes in transfer programs linked to employee commitment. Top-down leadership had a negative impact on involvement and commitment.

In a study of 1,332 faculty and administrators from 30 community colleges nation-wide, Smart and Hamm (1993) report a statistically significant relationship between perceived effectiveness and dominant culture type. The most effective colleges had adhocracy cultures that "employ innovative strategies and boundary spanning activities" (p. 96). Institutions with market-driven cultures were less effective, and those with a hierarchy culture scored lowest of all three.

White, Spencer, and Peterson (1993), in a climate study of 10 postsecondary institutions, find faculty perception of academic innovation is closely tied to three influences: (a) mission and goals emphasizing

undergraduate education, (b) challenging academic work supported by the institution, and (c) workplace professionalism. Of the three factors, a strong commitment to the institution's mission and goals was the most significant.

HRD Climate in College Mergers

At colleges with multiple campuses, Richardson (1993) reports faculty participation in institutional decision-making and a strong commitment to minimum standards are more important to effective behaviors than organizational structure. Martin and Samels (1994a) find natural conflicts between collegial and bureaucratic frameworks in a college merger. Major emphasis, however, is placed on the degree of faculty support. "Even mission complementary colleges and universities cannot be transformed through merger without the participation and endorsement of the faculty" (p. 67).

Faculty members are not the only key participants in developing cohesion between academic and technical programs, according to Lankard (1994). Three myths connected with integrating academic and technical programs are noted. One is that success is dependent mainly on instructor commitment and cooperation. In

reality, a total team effort from all members of the faculty and staff, along with other stakeholders, is required.

Other frequent misconceptions that cloud academic and technical integration are: (a) that there will be a loss of faculty jobs, and (b) that individuals will suffer from majority imposition of will. Properly managed mergers, using human resource development strategies, result in enriched instructional opportunities, partnerships, and collaboration (Lankard, 1994).

Martin and Samels (1994b) point out the potential synergy of a college merger. "A merger plan based on the mutual growth and enhancement of the missions of both institutions can stimulate the members of the combined faculty to new levels of professional development by peer example and increased institutional support" (p. 5).

Faculty and staff from institutions with unlike missions often have dissimilar backgrounds. Human resource development activities can be important in helping faculty and staff with different backgrounds and experiences gain a greater appreciation of other roles (Craig & Walter, 1992; Lankard, 1994).

Factors That Influence HRD Climate

In a study of the factors that influenced job satisfaction among certain faculty members at Delgado Community College, Satterlee (1988) notes that dissatisfaction stemmed from circumstances external to the work. These findings support the two-factory theory Herzberg (1966) outlines in a classic study. Herzberg finds two major factors in job satisfaction: (a) motivators that are intrinsic to the job and (b) hygiene factors that are extrinsic to the work itself.

Herzberg (1966) lists company policies, working conditions, supervision, salary, interpersonal relationships, security, and status as examples of hygiene factors. Motivators include achievement, recognition, responsibility, and personal growth.

Based on a results of a questionnaire, faculty members at Delgado Community College were satisfied with most of the motivator factors of their jobs. They were not satisfied with opportunities for advancement, top management, pay, and job security (Satterlee, 1988).

In a study that investigated the relationship between organizational context characteristics and personnel practices in 267 organizations, Jackson, Schuler, and Rivero (1989) find larger organizations are

managed differently from smaller organizations. Entry level employees received more training and more formalized supervision in smaller organizations. The study's research hypothesis that personnel practices vary according to organizational characteristics was supported. However, the influence of organization size on personnel practices was the weakest studied. "Attitudinal and behavioral differences found between employees in small versus large organizations may not be easily accounted for by examining the differences in personnel practices" (p. 777).

Examining the impact of distance on organizations, Napier and Ferris (1993) refer to dyadic distance, as "a multidimensional construct that describes the psychological, structural, and functional separation, disparity, or discord between a supervisor and a subordinate" (p. 326). Psychological distance indicators include demographic descriptors such as: (a) age, (b) sex, (c) education, (d) experience, and (e) race. Power distance, perceived similarity, and values similarity are also grouped under psychological distance.

Structural distance indicators Napier and Ferris (1993) note are: (a) office design distance, and (b)

physical distance. They affect social contact at work, social contact outside work, and accessibility.

Napier and Ferris (1993) divide functional distance into four general indicator categories:

1. Affect. This includes liking, supporting, and trust.

2. Perceptual congruence. This are covers sex role perceptions.

3. Latitude. Autonomy and influence in decision making are the major indicators in this area.

4. Relationship quality. This domain covers supervisor satisfaction and relationship satisfaction.

High performing employees were found to interact more frequently with their supervisors than lower performing employees. Moreover, individuals who had less contact with supervisors were less satisfied with their jobs. Subordinate satisfaction, absenteeism, and turnover all are affected by distance (Napier & Ferris, 1993).

Beaumont (1993) outlines principles for enhancing communication within an extended organization. They include: (a) sharing of information; (b) honest, timely, clear, and relevant communication; (c) communication face-to-face whenever possible; (d) two-way

communication as a primary responsibility of managers; (e) decisions explained and answers given in a timely fashion; and (f) respect for competitive sensitivity and personal privacy.

Guzzo and Klein (1991) find various types of substantive and symbolic communication are effective during times of organizational change. Top-down, lateral, and bottom-up communication improve organizational effectiveness and the human resource development climate.

Burke and Kaufman (1991) report two types of approaches to internal information design and program management. The traditional approach features organizational charts, position descriptions, staffing guidelines, and functional boundaries. The strategic model considers job enlargement or enrichment, organizational structures that facilitate goals, and evolution of structure and functions. The strategic model encourages HRD research and innovation.

Concepts of HRD Climate Research

Rothwell and Kazanas (1993) note that the investigation of human resource development climate is appropriate before, after, or during implementation of HRD programs or strategies. Such a study should be "a

comprehensive examination of how well human resources in the organization have been, are being, and will be developed over time" (p. 495).

In their analysis of methods of gathering sensitive data in organizations, Hosseini and Armacost (1993) find that published information and archival records are not always adequate. "Surveys are often necessary to obtain information charged with social desirability and question sensitivity" (p. 464).

Beaumont (1993) notes that anonymity of responses should be emphasized and guaranteed in the administration of an HRD questionnaire. All surveys should be administered and completed over a short span of time, such as 10 work days.

Findings of an organizational survey should be presented in an manner that is clear to the user or customer of the information. Useful feedback to respondents increases the chances that future studies are taken seriously (Edwards & Thomas, 1993).

The HRD Climate Survey, developed by the Center for HRD at Xavier Labour Relations Institute, is designed to measure general climate, culture, and human resource development. Coefficients of correlation computed for its 38 test items "revealed high interitem coefficients

of correlation, indicating internal consistency among items" (Rao & Abraham, 1990, p. 145).

Summary

To summarize, the literature revealed a positive correlation between job performance and satisfaction (Smith, 1992). Postsecondary institutions with good human resource development climates are more likely to meet their objectives (Banks, 1992; Smart & Hamm, 1993).

Participation (Richardson, 1993), support (Martin & Samels, 1994a), and perception (White et al, 1993) are keys to faculty satisfaction. However, it is a myth that faculty support is the only important factor involved in a successful merger (Lankard, 1994).

With total institutional participation and support, consolidating institutions has the potential to create synergy and collaboration (Lankard, 1994; Martin & Samels, 1994b). An effective human resource development program can play an important role in helping the employees of merging institutions to better understand new roles and one another (Craig & Walter, 1992; Lankard, 1994).

Employee dissatisfaction is more likely to be influenced by hygiene factors that are extrinsic to the actual work (Herzberg, 1966; Satterlee, 1988).

Personnel practices are not a primary factor in differences in attitude and behavior between employees of small and large organizations (Jackson et al., 1989), although distance between employee and supervisor affects employee performance and satisfaction (Napier & Ferris, 1991).

Various types of communication influence human resource development climates during organizational change (Guzzo & Klein, 1991). Information should be shared openly and honestly in a timely fashion (Beaumont, 1993). Strategic internal information strategies encourage research, innovation, and evolution of structure and functions (Burke & Kaufman, 1991).

Gathering HRD data is helpful before, during, and after implementation of human resource development programs (Rothwell & Kazanas, 1993). An effective way of obtaining data is through a survey (Hosseini & Armacost, 1993) that guarantees anonymity of responses (Beaumont, 1993). Results of the survey should be clearly summarized and presented to the intended audience in an understandable format (Edwards & Thomas, 1993). The HRD Climate Survey is a reliable measure of general climate, culture, and human resource development within an organization (Rao & Abraham, 1990).

Chapter 3

METHODOLOGY AND PROCEDURES

Procedures

The research methodology used in this study was an ex post facto design using inferential statistics to compare the human resource development climate scores of North and South campus employees. The data were collected using The HRD Climate Survey, developed by the Center for Human Resource Development at Xavier Labour Relations Institute (Rao & Abraham, 1990). The independent variable was broken into two parts, the North and South campus groups. The dependent variable was the human resource development climate. The dependent variable was measured by The HRD Climate Survey.

The research questions for the study were:

1. What are the human resource development climates of the South Campus and North Campus of North Arkansas Community/Technical College?

2. Is there a significant difference in the HRD climates of the two campuses?

Data Collection

Color-coded copies of The HRD Survey (see Appendix A) were mailed to all full-time employees of North

Arkansas Community/Technical College located on the North and South campuses during the fall semester of 1994. Each survey was accompanied by a cover letter (see Appendix B) explaining the purpose of the survey and a self-addressed, stamped envelope for the survey's return. After one week, a brief follow-up note (see Appendix C) was placed in the campus mailbox of each employee, as a reminder to complete and return the survey.

Description of the Population

The study's population included the 134 full-time employees of North Arkansas Community/Technical College in Harrison, Arkansas. Included in the population were 32 North Campus employees and 102 South Campus employees. Both campus groups were composed of administrators, faculty, and classified staff employees.

Instrument

The HRD Climate Survey is designed to measure general climate, culture, and human resource development. The instrument was tested through survey administrations to 1,614 respondents from 41 different organizations, demonstrating reliability and validity. Coefficients of correlation for the 38 survey items revealed high internal consistency among the items. A

cluster analysis using Cronbach's alpha, measuring homogeneity of items, indicated that all items belong to the same cluster (Rao & Abraham, 1990).

Scoring or Data Presentation

The HRD Survey instrument's question design uses a five-point Likert Scale. On the scale, 1.0 mean scores indicate extremely poor HRD climates and 5.0 mean scores represent extraordinarily good HRD climates.

Data Analysis

Analysis of the data was done to determine if there was a statistically significant difference between HRD scores of employees at the two campuses. A comparison was made between group means of survey completers located on each campus, using inferential statistics.

Null Hypothesis

The null hypothesis was: There will be no significant difference in the HRD climates of the two campuses.

Alternative Hypothesis

The alternative hypothesis was: There will be a significant difference in the HRD climates of the two campuses.

Level of Significance

The null hypothesis was tested at the .05 level of significance.

Region of Rejection

A two-tailed test was used.

Statistical Test

Although the research hypothesis was that the HRD climate of the South Campus would be significantly higher, it was determined that a two-tailed test should be used. The composite mean and standard deviation of HRD test scores from employees at each campus were obtained from survey results. Isaac and Michael (1990) report the *t*-test is appropriate to determine a significant difference between two sample means. A two-tailed, non-directional *t*-test for independent groups was used to compare means of the two groups.

Assumptions

The first assumption was that employees of the two campuses were a homogeneous group. Each campus had faculty members, classified staff, and administrators, and some employees from each campus were reassigned at the time of centralization of resources. A second assumption was that the survey instrument was a reliable and valid instrument to measure NACTC's HRD climate.

Limitations

The study was limited in that it examined only the human resource development climate of NACTC. Therefore, data collected and results obtained may not be generalizable to other two-year colleges.

Chapter 4

RESULTS

The procedures used to answer the research questions and test the null hypothesis in the study included the administration and evaluation of The HRD Climate Survey (Rao & Abraham, 1990) designed to measure human resource development climate. Although 32 individuals were employed full-time at the North Campus and 102 individuals were employed full-time at the South Campus, surveys were returned by 21 of the North Campus and 66 of the South Campus full-time employees. These responses represented a 65.6% return rate from the North Campus and a 64.6% return rate from the South Campus.

Human Resource Development Climates

The first research question asked: What are the human resource development climates of the South Campus and North Campus of North Arkansas Community/Technical College? The data collected from the HRD Climate Survey were intended to provide feedback about the human resource development climates at NACTC's north and south campuses. Responses to the survey are measured on a five-point Likert Scale where 1.0 mean scores indicate extremely poor HRD climates and 5.0 mean scores represent extraordinarily good HRD climates. The means

and standard deviations of the North Campus and South Campus responses are presented in Table 1.

Table 1

Means and Standard Deviations of the North Campus and South Campus HRD Climate Survey Responses

	Campus	
Ratings	North (n = 21)	South (n = 66)
M	2.89	3.06
SD	.64	.67

Interpretation of the results of the survey as described by the survey developers include converting the mean scores to percentage scores whereby 1.0 represents 0%, 2.0 represents 25%, 3.0 represents 50%, 4.0 represents 75%, and 5.0 represents 100% degrees of satisfaction. Using the survey developers' formula, (Percentage Score = Mean Score - 1.0 x 25), higher degrees of satisfaction were found at the South Campus (51.5%) than at the North Campus (47.25%). These

results answered the first research question. The human resource development climate at the North Campus, measured as a percentage, was 47.25; the HRD climate at the South Campus was 51.5.

Examination of the responses of subgroups from each campus revealed that faculty as a group scored lowest in the study (M = 3.03), and South Campus instructors' scores (M = 2.99) were lower than those of their North Campus colleagues (M = 3.10). Administrators on the South Campus had the highest HRD climate score (M = 3.35). The rate of satisfaction for North Campus classified staff respondents (M = 2.20) was lower than that of any other college employee group.

Differences Between the Two Campuses

The second research question asked: Is there a significant difference in the HRD climates of the two campuses? The results of a two-tailed t-test computed to test the null hypothesis and identify differences between the mean scores of the North Campus and South Campus respondents indicated no statistically significant differences between the two locations, $t(85) = .76$ (critical value of t at $p < .05 = 2.00$). These results served to answer the second research question and reject the research hypothesis. Therefore,

the null hypothesis of no significant differences in the HRD climates of the two campuses was accepted.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

The July 1, 1993 merger of North Arkansas Community College and Twin Lakes Technical College resulted in a centralization of resources at North Arkansas Community/Technical College (NACTC). The problem under investigation was the effect of centralization of resources on the human resource development climates of the North and South campuses at NACTC. The purpose of the study was to compare human resource development climate scores of North and South campus employees at North Arkansas Community/Technical College (NACTC).

Although differences did exist between the North and South campus respondents to The HRD Climate Survey, the degree of these differences was not statistically significant. The mean scores of the respondents' answers to each of the 38 questions on the survey were very similar.

NACTC faculty as a group had the lowest HRD climate score in the study. Related literature indicates that a positive HRD climate among faculty is a key to successful mergers (Craig & Walter, 1992; Lankard, 1994;

Martin & Samels, 1994a;). North Campus classified staff respondents, who are primarily supervised by managers at the South Campus, scored lower than that of any other college employee sub-group. That result supports the findings of Napier and Ferris (1993), who report individuals with less contact with supervisors are less satisfied, and agrees with research in supervision and communication strategy (Beaumont, 1993; Burke & Kaufman, 1991; Guzzo & Klein, 1991).

The lack of a significant difference in HRD climate scores between the two campuses appears to confirm the findings of Jackson et al. (1989) that increased organizational size is not a major influence on personnel practices. The results of this study also support findings by Herzberg (1966) and Satterlee (1989) that job satisfaction and a positive HRD climate are influenced by intrinsic factors, tied to the job itself, and dissatisfaction stems from extrinsic, hygiene factors, such as salary level and job security, that are not affected by location of resources.

History is a possible threat to internal validity in this study. It is conceivable that other events which took place after the centralization of resources at the college affected the HRD climates of the two

campuses. The findings of this study are not generalizable to other colleges.

Conclusions

Centralization of resources at NACTC did not result in a significantly lower human resource development climate at the North Campus. However, this study has identified sub-groups, such as the North Campus classified staff and college faculty in general, that appear to need special HRD programs and assistance. There is room for improvement in the overall college human resource development climate. New strategies in internal communication and management are warranted.

Implications

This study has demonstrated that a slightly better HRD climate exists on the South Campus than the North Campus of the college. Individual groups of employees reported different HRD climates than others, which indicates the need for HRD strategies targeted to specific groups. Scores by groups and the institution as a whole on individual test items also provide beneficial information. The data collected in this study will be useful in the design and improvement of human resource development programs and strategies at NACTC.

Recommendations

The following recommendations are based upon the research findings of the study:

1. There should be no change in the location of resources at the college. Results of this study indicate that centralization of resources has not produced a significantly different HRD climate on the two campuses.

2. Further research to assess the college's HRD climate should be conducted. As programs are implemented to improve the HRD climates of specific groups, future studies would be beneficial in measuring climate change.

3. Results of the study should be examined and utilized by the college's senior administrators, director of personnel, staff development committee, and institutional effectiveness committee to design HRD strategies.

4. A report should be developed to present the results of the study to the college's board of trustees and to all college employees.

5. A North Arkansas Community/Technical College Strategic Human Resources Development Action Plan should be developed to improve the overall HRD climate of the institution.

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APPENDIXES

Appendix A

The HRD Survey

THE HRD CLIMATE SURVEY

T. Venkateswara Rao and E. Abraham

Instructions: This survey's purpose is to determine the extent to which a developmental HRD climate exists in your organization. Responses from several employees will be combined to prepare profiles of developmental climate, which may form the basis of changes in your organization's HRD practices. The statements below describe HRD climate. Please rate how true each statement is for your organization by choosing the appropriate number from the following five-point scale:

5 = Almost always true
4 = Mostly true
3 = Sometimes true
2 = Rarely true
1 = Not at all true

_____ 1. The *top management* of this organization *goes out of its way* to ensure that employees enjoy their work.

_____ 2. *Top management believes* that people are an extremely important resource and that they must be treated well.

_____ 3. Managers and supervisors see the development of subordinates as *an important part of their jobs.*

_____ 4. *Personnel policies facilitate* employee development.

_____ 5. *Top management is willing to invest* considerable time and other resources to ensure the development of employees.

_____ 6. Managers and supervisors in this organization take an *active interest* in their subordinates and help them *to learn their jobs.*

_____ 7. Employees lacking *skills* are *helped to acquire* competence, rather than left unattended.

_____ 8. Managers *believe* that employee behavior can be *changed* and that people can be developed at any stage of life.

_____ 9. People in this organization are *helpful* to one another.

_____ 10. Employees do not hesitate to discuss *personal problems with their supervisors.*

_____ 11. The *psychological climate* is very *conducive* to acquiring new knowledge and skills.

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5 = Almost always true
4 = Mostly true
3 = Sometimes true
2 = Rarely true
1 = Not at all true

_____ 12. Managers and supervisors guide their subordinates and prepare them for future *responsibilities/roles*.

_____ 13. Top management makes efforts *to identify and to utilize employee potential*.

_____ 14. Promotion decisions are based on the *suitability* of the candidates rather than on favoritism.

_____ 15. *Mechanisms* in this organization reward good work and contributions made by employees.

_____ 16. When an employee does good work, his or her *superior* takes special care to *appreciate* it.

_____ 17. *Performance-appraisal* reports are based on *objective assessment* and *adequate information*, not on favoritism.

_____ 18. People in this organization do not have any *fixed mental impressions* about one another.

_____ 19. Employees are *encouraged* to *experiment* with new methods and to try out creative ideas.

_____ 20. When any employee makes a *mistake*, the supervisor treats it with understanding and *helps the person to learn* from it, rather than punishing or discouraging the person.

_____ 21. Weaknesses of employees are *communicated* to them in a *nonthreatening* way.

_____ 22. Employees take behavioral feedback *seriously* and *use it for development*.

_____ 23. Employees *take pains to find out* their strengths and weaknesses from their supervisors or colleagues.

_____ 24. When employees are sponsored for training, they take it *seriously* and try to learn from the programs they attend.

_____ 25. Employees returning from training programs are *given opportunities* to experiment with what they have learned.

5 = Almost always true
4 = Mostly true
3 = Sometimes true
2 = Rarely true
1 = Not at all true

_____ 26. Employees are *sponsored* for training programs on the basis of *genuine training needs*.

_____ 27. People *trust* one another in this organization.

_____ 28. Employees are not afraid to express or to discuss their *feelings* with their *supervisors*.

_____ 29. Managers and supervisors are not afraid to express or discuss their *feelings* with their *subordinates*.

_____ 30. Employees are encouraged to take *initiative* and to do things on their own without *waiting for* instructions from supervisors.

_____ 31. Delegation of authority is quite common; subordinates are encouraged to *develop* skills *to handle greater responsibilities*.

_____ 32. When managers and supervisors delegate authority to subordinates, the subordinates use it as an opportunity for development.

_____ 33. There is a high degree of *team spirit* in this organization.

_____ 34. People *discuss* problems *openly* and try to solve them, rather than gossiping and accusing one another.

_____ 35. *Career opportunities* are pointed out to subordinates by managers and supervisors in the organization.

_____ 36. *Future plans* are *made known* to the managerial staff to help them to develop and prepare their subordinates.

_____ 37. This organization ensures *employee welfare* to such an extent that the employees can use most of their mental energy for work purposes.

_____ 38. *Job rotation* in this organization *facilitates* employee development.

Appendix B

Cover Letter for The HRD Survey

Dear Rae,

As an assignment for the Human Resource Development course I'm taking in Nova Southeastern University's Ed.D. program, I have been asked to survey the college's employees to determine North Arkansas Community/ Technical College's Human Resource Development (HRD) Climate.

Results of the survey will be shared with the NACTC Personnel Office, NACTC's Staff Development Committee, and NACTC's Institutional Effectiveness Committee. It is our hope that the information obtained will be useful in designing staff development activities for the college.

For the purposes of the survey, questions using the phrase "top management" refer to the college's six senior administrators: the president, four vice presidents, and executive director.

Enclosed is an envelope for your use in returning the completed survey to me. Please try to fill out the questionnaire and return it within one week. Please don't sign your survey.

Thank you very much for your cooperation!

Sincerely,

Jim Stockton

Appendix C

Reminder Note Distributed To Employees

Dear

Just a reminder: If you haven't completed and returned to me the Human Resource Development Climate Survey that I mailed to you last week, please do so as soon as possible. THANK YOU VERY MUCH FOR YOUR HELP WITH THIS PROJECT!

Sincerely,

Jim Stockton